St Anthony’s Catholic Primary School
Picton

Annual School Report
2008
About This Report

St Anthony of Padua Catholic Primary School, Picton is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

St Anthony of Padua Catholic Parish Primary School
Menangle Street
Picton NSW 2567
Ph:  (02) 4677 689
Fax:  (02) 4677 141
Email: info@stanthonys.woll.catholic.edu.au

Parish Priest: Fr John Ho

Principal: Mr John Milgate
Date: 12 December 2008
Vision Statement

As an integral part of the Parish, we the school community of St. Anthony's, Picton, strive to provide excellence in Catholic Education in the Josephite tradition.

Message from Key School Bodies

Principal’s Message

2008 was an exciting and fulfilling year for St Anthony’s. Kindergarten to Year Four were able to occupy new learning spaces at the beginning of the year. The new classrooms provided a modern facility that allows team teaching across the grade. The teaching staff have been re-energised by the completion of the new classroom environments. Planning continues to progress for the second stage of redevelopment which will include a new administration block, library and refurbishment of the remaining classrooms.

Parent Involvement

St Anthony’s School is fortunate to have a significant level of parent involvement within the school community.

Parents are active in the Parents’ and Friends’ Association and Autumn Fair fundraising committee. They contribute and support the school as classroom helpers, infants gross motor program, excursion volunteers, sporting events and canteen helpers.

The Parents’ and Friends’ Association consults widely with the school community when planning to support the school with funds.

Parents and Friends Association, President

Student Leadership

At St Anthony’s all Year 6 students are given responsibility as school leaders. The students attended a leadership-training day at Kiah Ridge at the beginning of the year in preparation for their position of responsibility. The students rotate through six leadership areas over the four terms. The students, guided by a staff mentor, planned and led various activities including: prayer, sports, assembly, charitable days, hospitality and environmental projects.

School Leaders

School Profile

Established in 1880 by the Sisters of St Joseph, St Anthony’s Parish School is one of the oldest schools in the Diocese. St Anthony’s is located on the original school site in Picton. Following in the tradition of the Sisters of St Joseph, the school offers a quality education in the charism
of Mary MacKillop. The school is a two stream coeducational primary school offering a Catholic Education to students in the Wollondilly district. This year the school community celebrated 128 years of rich Catholic schooling.

The school community reflects the diversity of Australian society with families of differing cultural, ethnic and socio-economic backgrounds. The school offers a full curriculum in line with Board of Studies requirements. The school caters for diverse learning needs within an atmosphere of mutual respect and where individual differences are valued.

St Anthony’s is an integral part of the parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Educational authorities.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>194</td>
<td>195</td>
<td>389</td>
</tr>
<tr>
<td>2007</td>
<td>197</td>
<td>193</td>
<td>390</td>
</tr>
<tr>
<td>2008</td>
<td>181</td>
<td>187</td>
<td>368</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

**Student Attendance for 2008**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.2%</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

**Staffing Profile**

The school has a staff of twenty nine. There are a total of twenty two teachers. The school Leadership Team consists of a Principal, Acting Assistant Principal, Religious Education Coordinator, two Middle Leader point 2 positions and a Middle Leader point 1 position.

Four teachers are specialist support teachers in Reading Recovery, Library, Physical Education and Music.

The Administrative Staff consists of a Senior School Support Officer (Administration), School Support Officer (Administration) and five School Support Officers (classroom support).
Teaching Staff Experience

All teachers hold teaching qualifications from a higher education institution within Australia. Fourteen teachers hold postgraduate qualifications with two staff attaining a Masters in Education.

Teaching experience varies from one staff member who is a new scheme teacher to more experienced teachers. Two have between 0-5 years experience, two have between 6-10 years experience, eleven have between 11-20 years experience and six have greater than 20 years experience.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 95.26%.

The staff retention rate is high at St Anthony’s, Picton with 80% of the teaching staff remaining for the 2009 School Year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Anthony’s school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Whole staff development day on Information Communication Technology needs;
- Whole staff development day on Mathematics;
- Whole staff development day on Spiritual Development led by Suz Marden;
- Ongoing participation by teaching staff in a Learning Communities Project around Quality Assessment Practices;
- Professional Dialogue around School Review and Improvement;
• Staff meetings devoted to Behaviour Management Case Plans and developing a schoolwide understanding and policy on timeout;
• Whole staff training on Anaphylaxis; and,
• School Support Officers undertook annual First Aid Training or updates.

School based expenditure on professional learning in 2008 was $3425. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office (CEO).

**Culture of the Catholic School**

St Anthony’s vision and mission statement implicitly connects the school’s intent to the charism of Mary MacKillop. The Josephite culture is evident in the school in a variety of ways which include the yearly visit of Year 5 to Mary MacKillop Place, the establishment of the MacKillop Award and close links between the school and the Josephite Sisters.

Catholic Identity is clearly visible through the celebration of important feast days, class participation in Parish Masses and in the displays of sacred spaces around the school and within classrooms.

Liturgical celebrations are planned in consultation with the Parish Priest, Fr John, to ensure they are meaningful and appropriate for the students. Major feast day celebrations have been held to commemorate the feast of St Joseph, St Anthony of Padua, The Annunciation and Blessed Mary MacKillop.

A culture of prayer and celebration exists which is evidenced by Friday afternoon school prayer assemblies, class prayer and staff prayer. Year 6 leaders lead the Rosary every Friday in the church and students are free to attend.

Staff participate in weekly prayer and the Religious Education Team have continued their work as Spiritual Animators. The team has worked to build a culture of care and affirmation of staff as well as developing the spiritual dimension of the staff through prayer and reflection.

All classroom teachers teach Religious Education based on the current Diocesan Curriculum. Each year the students in Year 4 participate in the Diocesan Religious Literacy Assessment. The results of this assessment are distributed to the parents of the students as well as being analysed by the staff.

Each year the school plans and promotes social justice by supporting one charitable initiative a term. Initiatives this year included guest speakers from Caritas Australia and ‘i khaya le thembo’ (Home of Hope Mission, Cape Town). The school raised and donated $200 to Caritas, $100 to Catholic Missions, $1000 to ‘i khaya le thembo’ (Home of Hope Mission, Cape Town), and $680 to St Vincent de Paul Christmas Appeal.
Student Welfare

The school’s motto is ‘Grow in Respect and Honesty’. This is a constant reference point for encouraging positive behaviour.

Currently St. Anthony's has a range of programs and initiatives in place to care for the welfare of students and parents. The school awards scheme is an example of the commitment the school has to recognising the good behaviour of students. Good behaviour is recognised daily through the accumulation of merit stickers. At regular intervals the merits are redeemed for a Principal’s Sticker and a Principal’s Award. The students continue to enjoy this positive encouragement.

The school has policies and structures in place that support the National Safe Schools Framework. An Anti-Bullying Day is held annually to refocus awareness amongst the students, staff and parents and provide strategies for students to use when dealing with bullying and harassment.

The buddy system continues to operate within the school with older classes buddying with younger classes to provide tuition in reading and computer skills.

Centacare continues to provide family counselling support to the school on a weekly basis.

Community links are an important part of Pastoral Care at St. Anthony's. This year the school supported charities through participation in The Biggest Morning Tea and made donations of Christmas hampers and toys to the St. Vincent's de Paul Society.

St Clare’s school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a grievance has the right to have this addressed.

The school has a “Complaints Handling Policy and Procedures” document. Key elements of the complaints handling procedure and what a community member may do if they have a complaint are detailed in the school and diocesan policy document.

The Complaints & Grievances Procedures can be found on the Catholic Education website: www.ceowoll.catholic.edu.au then go to the link Policies.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.
Financial Summary

A major component of school expenditure for 2008 was on teaching resources and materials. The loan repayment represents a loan for technology hardware, which is the first year of a three-year loan. In total $61,000 was spent on updating computer hardware and associated software from Year 5 and 6. This was made up of a loan of $14,000, Investing in Our Schools Grant of $29000 and a school contribution of $18,000.

The School Enhancement and Debt Servicing Obligation (SEDSO) Account represents a contribution paid by parents to service building debt and improvements. This year the account has been used primarily to repay a loan of $750,000 associated with Stage 1 of the building redevelopment project.

The following graphs reflect the aggregated income and expenditure for St Anthony’s for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
St Anthony’s is committed to providing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of all students.

In addition to the Key Learning Areas (KLAs) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy. During 2008 the school priorities have reflected Diocesan and National imperatives for improved performance in the area of Numeracy Curriculum and Pedagogy.

Curriculum & Pedagogy
In each classroom, teachers timetable across Key Learning Areas according to the minimum time requirements of the Board of Studies and Diocesan Policy.

In both Literacy and Numeracy, assessment data from National Assessment Plan for Literacy and Numeracy (NAPLAN) in Year 3 and 5; Schedule for Early Numeracy Assessment (SENA) in Early Stage 1 and Stage 1; and Early Literacy Assessment (ELLA) in Kinder and Year 1 drive the learning programs. The results are used to inform learning and teaching and identify students at risk.

Teachers attempt where possible to integrate learning experiences from across KLA’s. This makes the experiences more relevant and allows for more than one outcome to be achieved through the learning experiences.

The school’s Information Communication and Learning Technology (ICLT) Plan enabled the focus to be maintained on the utilisation of technology to support learning. All classrooms are well resourced in technological hardware. There is a significant emphasis on the use of technology in Stage 3 where students utilise technology as a tool to inspire inquiry based learning and individual interest projects.

Students in each class access individual myclasses homepages with links to supportive learning experiences.

Cross Curriculum
Through the use of integration, teachers are programming learning experiences to meet cross-curriculum content. Literacy is a key component across all other Key Learning Areas.

As part of their Religious Literacy Assessment, Year 4 students engaged in individual projects around the theme of ‘Creation’. Children linked their projects to their studies in Human Society and Its Environment (HSIE) skilfully making connections between real issues affecting the land, climate change and the spiritual concept of stewardship which encourages us to care for God’s creation.

Indigenous perspectives are included within at least one unit of work in HSIE. Significant work is undertaken in this area in Year 3 and 6. Asian Studies is integrated into the content of some units across the school with a key focus in Year 6.
Meeting the Needs of All Students

In addressing the individual needs of students, a variety of individual support structures are provided. These include School Support Officer intervention across the school and Reading Recovery for Year 1. This year eight Year 1 students were successfully discontinued from the Reading Recovery Program and three students were referred for additional assessments and support. This represents twenty one percent of Year 1 students assisted through the program.

Students with specific learning needs continue to be supported at St. Anthony’s through the School Review Committee. The committee is comprised of a selection of staff under the guidance of the Assistant Principal, who is the Review Committee Manager. The committee meets with the parent each term to set individual learning outcomes and to review progress. The students are then supported in class by School Support Officers working in partnership with teaching staff.

In addition, the school also has seventeen students who receive additional funding for special educational needs. Transition meetings are held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. Individual Education Plans are developed for these students.

This year the school Principal was involved in a Numeracy project with Year 4 teachers and students to raise the level of Numeracy outcomes for these students. In addition two teachers provided tuition to five students under the ‘Even Start Program’.

Expanding Learning Opportunities

All classes have been provided with opportunities to enhance learning through excursions and visiting performances and workshops. Excursions included visits to Sydney Wildlife World, Taronga Park Zoo, University of Wollongong Science Centre, Powerhouse Museum, National Maritime Museum, University of Technology Science Department, MacKillop Place and Canberra. Visiting workshops and performances were provided by Life Education and Young Mary performance.

Opportunities to participate in sport and fitness are well catered for through the weekly Physical Education (PE), Sport and Infant’s Gross Motor Program. A specialist PE teacher conducts lessons for each class on a term about rotation.

In addition students participate in school swimming, athletics and cross-country carnivals. Primary age students have the opportunity to trial for representation in Diocesan teams. In addition students also trial for and participate in school teams in local gala days in netball, cricket, rugby league, rugby union, soccer, AFL and basketball.

A number of students represented the school and Diocese at MacKillop sporting trials.

The school’s learn to swim program was expanded to include all Infant’s classes this year. The program was conducted at Wollondilly Leisure Centre over a ten day period.

Students in Years 3 to 6 have the opportunity to participate in the Australasian Mathematics and English competitions achieving credible results.

The school continues to provide the opportunity for students from Year 3-6 to participate in a school band. Performances are held each semester at school assemblies.
Each year the school holds a talent quest to allow students to perform and showcase their talents. The students look forward to this each year. The Year 6 students coordinate the event.

**Professional Learning**

Teachers have continued professional dialogue around assessment and reporting as the school strives to develop consistent teacher judgement in order to meet Diocesan Policy and Commonwealth Government accountabilities around reporting to parents. A Learning Communities Project supported by the Catholic Education Office allowed teachers to work with Professional Learning Officers to expand their knowledge of Quality Assessment Practices. The Diocesan Learning and Teaching Framework was used as a reference to develop and code assessment tasks.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within the school in 2008.

St Anthony’s school cohort consisted of 50 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 56 completed the Extended Task (Part B). The Extended Task is based on the Unit *One With God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

The students performed well in the following areas: identifying key symbols, signs and rituals of the Catholic Tradition, Recalling key events in the Scriptures that tell of Mary’s openness to God, identifying the Ten Commandments and their guiding principles, demonstrating an understanding of the Creation Story from Genesis, identifying key symbols used in liturgical celebrations, explaining ways that one can reflect God’s goodness to others and explaining key aspects of the story of Zacchaeus.

Areas that warrant closer attention to the teaching sequence and revision are: recalling the events of Holy Week and matching scripture to the liturgical season.

For Part A 38% of students were placed in the developing level, 60% in the achieving level and 2% were in the extending level.
For Part B 21.4% of students were placed in the developing level, 58.9% in the achieving level and 19.6% were in the extending level.

Combining Parts A and B, 30% of students were placed in the developing level, 64% in the achieving level and 6% were in the extending level for Religious Literacy.

NAPLAN

The school results in the NAPLAN were stronger in Year 3 than in Year 5. Overall the students perform better in Literacy than Numeracy, with 100% of students in Year 3 achieved above the national minimum standard in reading, writing, spelling, and grammar and punctuation. Of all the Year 3 students who sat the examination 97% achieved above the national minimum standard in Numeracy, which was equal to the National average. The best result in Year 3 was in the area of writing, where 100% of students achieved Bands 3-6 which no students in Bands 1-2.

In the Year 5 results, the number of students to achieve above the national minimum standard was higher than the National average in all areas except Numeracy, which was one point below the national average. The small percentage of students who were identified as not meeting national minimal standard are already identified by the school and are currently before the school Review Committee or are on Individual Education Plans. The best result in Year 5 was in reading, where 94% of students achieved Bands 5-8.
St Anthony’s Primary School, Picton
Student Achievement 2008

National Assessment Program Literacy and Numeracy

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>10%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
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</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>97%</td>
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<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

A survey was distributed to all parents to gauge areas of satisfaction. Parents indicated that they were satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. The parents also indicated that the school provides opportunities for them to become involved with 100% agreeing. Another area of significant agreement was that the school effectively communicates information about activities and events with 99% agreeing.

The survey highlighted several areas that had improved since 2007 but warrant further investigation and a plan of action to improve this outcome. In the parent survey 10% indicated that school did not challenge their child to maximise their learning outcomes as compared to 24% last year, 11% believed that there was not appropriate information provided about their child’s progress compared to 28% last year, and 15% indicated that the school didn’t strive to meet their child’s individual learning needs.

In the students survey there is a need to further examine the perception of students who still indicate that they do not feel safe at school. Whilst an overwhelming majority of students, some 80%, indicated that they do feel safe, 20% still indicated that they don’t. This indicator was slightly down on the 2007 survey.

The school will use the School Review and Improvement Framework to further explore these issues with the school community.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all schools have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- Parents, parishes and the broader Church
- Reporting students achievement
- Integration of Information and Communication Technology
- Assessment
- ICT Resources
- School Climate, learning environment and relationships

School Review and Improvement components to be reviewed in 2009:

- Vision and Mission
- Educational potential
- Provision for diverse needs of learners
- Teaching Practices
- Overall compliance with legislation and other requirements
- Parent Involvement
- Innovation, development and change